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ABSTRACT

To help communities meet the need for after-school programs, the U.S. Department of Education has instituted the 21st Century Community Learning Centers program, which supports after-school, summer, and weekend activities in neighborhood schools. This report provides an introduction to the role of the arts in those programs. Part 1 of the report summarizes research findings about the arts and after-school programs. Part 2 describes eight key elements of successful programs: (1) goal setting, strong management, and sustainability; (2) quality after-school staffing; (3) attention to safety, health, and nutrition; (4) effective partnerships with community-based organizations, juvenile justice agencies, law enforcement, and youth groups; (5) strong family involvement; (6) enriching learning opportunities; (7) linkages between school-day and after- school personnel; and (8) evaluation of program progress and effectiveness. Part 3 of the report showcases partnerships between schools and community-based organizations in Kansas, Missouri, Texas, Florida, and New Mexico. Part 4 describes the role of the Department of Education and the National Endowment for the Arts, focusing on the Partnership for Family Involvement in Education. Part 5 delineates web sites and Department of Education publications relevant to the arts and after-school programming. (KB)

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How the Arts Can Enhance After-School Programs

U.S. Department of Education
National Endowment for the Arts

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September 2000

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American education is changing, and changing for the better. Who teaches, what is taught, where teaching takes place, and how teaching occurs are evolving dramatically in communities across America. And a key factor in changing American education for the better is to increase high quality arts programs in the lives of young Americans.

Richard Riley
Secretary, U.S. Department of Education

Within every child exists a creative potential that, once tapped, represents our nation's most precious natural resource. In a world where all too often the creative possibilities of our children are stifled by the pressures of growing up in this fast-paced world, after-school arts programs provide a safe haven where caring adults help young people to explore and discover who they are and what they want to become.

Bill Ivey
Chairman, National Endowment for the Arts

Introduction

Today, more than 28 million school-age children have parents who work outside the home, and as many as 15 million "latch-key children" return to empty homes after school. Those statistics and others, such as the fact that serious juvenile crime tends to peak in the hours between 3 p.m. and 9 p.m., demonstrate the need for effective after-school programs. To help communities meet that need, the U.S. Department of Education has instituted the 21st Century Community Learning Centers program, which supports after-school, summer and weekend activities in neighborhood schools.

This report provides a brief introduction to the role of the arts in those programs. It consists of a brief summary of recent research findings about both arts and after-school programs, a description of the key elements of successful programs and some key examples that showcase partnerships between schools and community-based organizations. For the purposes of this report, arts activities cover a wide range, including instrumental and vocal music, dance, theater, creative writing and the visual arts such as painting, sculpture, digital art and photography.

Research results to which the report refers come from a series of recent studies that are cited at the end of the report under "Publications," along with information on how to obtain them.

This report is issued under the auspices of the Partnership for Family Involvement in Education, an initiative of the U.S. Department of Education that brings together schools, community organizations, employers, congregations and parents working in common to improve education for all children.

21st Century Community Learning Centers

The 21st Century Community Learning Centers program, authorized under Title X, Part I, of the Elementary and Secondary Education Act, is a key component of the administration's commitment to help families and communities keep their children safe and smart. The 21st Century Community Learning Centers, supported by grants from the U.S. Department of Education, enable school districts to fund public schools as community education centers, keeping children safe in the after-school hours while they learn and build new skills. Congress has supported this initiative by appropriating nearly $454 million for after-school programs in fiscal year 2000, more than double the fiscal year 1999 appropriation of $200 million. In fact, this program has increased tenfold since 1998. This increase in funding brings the total number of 21st Century Community Learning Centers grants to 903, spanning every state, the District of Columbia, Puerto Rico, the Virgin Islands, and the Federated States of Micronesia. These grants provide high-quality academic, arts, and cultural enrichment and expanded youth services, within a community schools context, for 3,610 schools and provide services to over 615,000 children and 225,000 adults. The president has asked Congress for $1 billion in fiscal year 2001.

How the Arts Can Enhance After-School Programs

In a recent report titled *Champions of Change: The Impact of the Arts on Learning*, published jointly by the President's Committee on the Arts and Humanities and the Arts Education Partnership, several independent researchers reached the same conclusion: that engagement in the arts nurtures the development of cognitive, social and personal competencies. Arts programs can increase academic achievement, help decrease youth involvement in delinquent behavior and improve youths' attitudes about themselves and their future.

More specifically, researchers found that learning in and through the arts:

- Contributes significantly to improved critical thinking, problem posing, problem-solving and decision-making;
- Involves the communication, manipulation, interpretation and understanding of complex symbols, much as do language and mathematics;
- Fosters higher-order thinking skills of analysis, synthesis and evaluation;
- Regularly engages multiple skills and abilities; and
- Develops a person's imagination and judgment.

While many types of after-school programs provide important access, extension and support to children's learning and social development, those that include the arts add a special dimension, outlined below. Furthermore, after-school programs can add important elements to in-school arts curricula through extended engagement with the artistic process beyond the usual 45-minute

time periods in school. This lengthened timeframe for instruction and structured exploration give students more satisfactory opportunities for self-expression or development of their abilities in one or more art forms. This, in turn, enables these young people to develop the motivation, skills and discipline necessary to make meaningful contributions to solo or group projects. They learn about the importance of high standards of achievement for themselves and others. They experience what it means to maintain focus and how sustained practice can lead to higher levels of proficiency.

Research shows that children who participate in after-school programs generally attain higher academic achievement, behave better in class, handle conflict more effectively and cooperate more with authority figures and with their peers than their counterparts who are not in after-school programs. (This research is summarized in the publication *Safe and Smart: Making the After-School Hours Work for Kids* released in 1998 by the U.S. Department of Education and revised in April 2000 as *Working for Children and Families: Safe and Smart After-School Programs.*) Arts learning experiences can alter the attitudes of young people toward themselves and each other. For example, students involved in sustained theater arts (scene study, acting techniques, dramatic or musical theater production) often show gains not only in reading proficiency, but also in self-control and motivation and in empathy and tolerance for others. Arts activities can promote shared purpose and the team spirit required, for example, to perform in an ensemble music group or to design and paint an urban mural.

Learning in and through the arts can even help students overcome the obstacles of disadvantaged backgrounds. For example, one of the *Champions of Change* reports, using data from a study that followed over 25,000 students for 10 years, found that students

consistently involved in music and theater show significantly higher levels of mathematics proficiency by grade 12—regardless of their socioeconomic status.

Schools and youth organizations have indicated that the single most important factor in the success of their programs is the relationship between participants and the adults who work with them. After-school arts programs enable young people to have direct involvement with artists and with other professionals who work in arts organizations. Young people in these programs gain substantial learning and practice opportunities with adult professionals and older youth who serve as teachers and models. These professionals do not replace in-school arts teachers, of course, but they do support, supplement, and enhance in-school education.

According to *Gaining the Arts Advantage: Lessons from School Districts that Value Arts Education*, a report released in 1999 by the President's Committee on the Arts and Humanities and the Arts Education Partnership, the most critical element in sustaining arts learning efforts appears to be active community involvement in shaping and implementing policies and programs. After-school programs offer outstanding opportunities to engage community resources, such as symphonies or museums, which in turn engage their own networks, volunteers, suppliers and others. These resources can then be applied to in-school programs as well, thus supporting and enhancing the work of professional teachers. Several of the examples cited below demonstrate how in-school and after-school programs can work together as part of a comprehensive, district-wide and community-wide strategy to give all children a top-quality education in the arts.

What Works: Components of Exemplary After-School Arts Programs

Why do after-school efforts that include the arts work so well? What is it participants are actually learning? What is critical to the success of these programs?

The *Working for Children and Families: Safe and Smart After-School Programs* report identified from the research literature eight key components of a quality after-school program. These characteristics of high-quality after-school programs, now widely acknowledged as key to a program's success, help ensure children's continued growth, development and learning throughout the pre-adolescent and adolescent school years. The eight components are:

1. Goal setting, strong management and sustainability
   - Focus on the goals of the program
   - Solid organizational structure
   - Effective management and sustainability
   - Meeting legal requirements

2. Quality after-school staffing
   - Role of the program administrator
   - Hiring and retaining qualified staff
   - Professional development for staff
   - Use of volunteers
   - Low staff-to-student ratio
   - Smaller group sizes

3. Attention to safety, health and nutrition issues
   - Creating safe places with adequate space and
   - materials

- Meeting nutritional needs

4. Effective partnerships with community-based organizations, juvenile justice agencies, law enforcement and youth groups
   - Steps to building an after-school partnership
   - Using community resources effectively

5. Strong involvement of families
   - Involving families and youth in program planning
   - Attending to the needs of working parents

6. Enriching learning opportunities
   - Providing engaging opportunities to grow and learn
   - Challenging curriculum in an enriching environment
   - Coordinating learning with the regular school day
   - Linking school-day and after-school curriculum

7. Linkages between school-day and after-school personnel
   - Planning time to maximize children's opportunities
   - Coordinated use of facilities and resources

8. Evaluation of program progress and effectiveness
   - Designing effective evaluations
   - Using data for improvement

Characteristics of Effective Arts Programs

In 1996, the President's Committee on the Arts and Humanities issued a report, *Coming Up Taller: Arts and Humanities Programs for Children and Youth at Risk*, produced in cooperation with Americans for the Arts, that identified characteristics similar to those listed in *Working for Children and Families* for after-school programs specifically focused on the arts. For example, it recommended that programs emphasize hands-on learning and apprenticeship relationships, and that they take full advantage of the capacity of the arts to develop social skills such as teamwork, self-respect and self-discipline as well as verbal, math and physical skills. Building on what young people already value, such programs should provide opportunities for success, shaped by the youth themselves. Like *Working for Children and Families*, the report also recognized that positive adult relationships are central to success; that quality staff, small class size, and long-term sustainability are critical elements; and that programs should serve as gateways to other services for children and youth.

Exemplary Programs

The following 21st Century Community Learning Centers programs, supported by grants from the U.S. Department of Education, are examples of how local communities across the country are meeting the need for safe and smart after-school activities that serve young people of all ages. These examples are by no means exhaustive; they are intended to illustrate the kinds of after-school programs that are working in schools and communities.

Community Learning Centers provide these expanded learning opportunities for participating children in safe, drug-free and supervised environments. Enabling schools to stay open longer, they are places where children have access to:

- Homework centers;
- Intensive mentoring in basic skills;
- Drug and violence prevention counseling;
- Help for preparing to take college prep courses in high school;
- Academic, artistic and cultural enrichment activities;
- Technology education programs; and
- Services relating to disabilities.

A key feature of each after-school program below is the partnerships they have with other organizations. Several of the examples are in schools that use after-school and in-school programs together to provide quality learning opportunities and to improve student achievement.

Ogden Community Learning Center
Ogden, Kansas

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Ogden Elementary School
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Kids don't just experience art in a classroom; they can experience art in the world around them. – Barbara Tierney

Ogden, Kansas, is a rural community of 1,494 people located near the geographic center of the United States. There is no health service, no public transportation, no public library, community center, senior center or movie theater. But Ogden Elementary School has a strong commitment to arts education. Winner of a Comprehensive School Reform Demonstration grant from the U.S. Department of Education, the school follows a model the essential goal of which is to make all children literate in language, numeracy and the arts. That includes hands-on experiences so that students can become familiar with real works of art and create their own works using an artistic medium.

For several years, the school has used state "at-risk" monies to develop an educational partnership with the Beach Museum of Art at Kansas State University. Every time a new exhibition opens, each class visits the museum for a tour and hands-on activity. Funding from the Kansas Arts Commission has supported artists in residence as well as trips to the museum and other arts organizations. According to Ogden's principal, it's hard to measure children's sense of respect, responsibility and self-discipline, but the results of an arts-centered program are easy to

discern. Even the bus drivers compliment her on the children's behavior now!

When it received a 21st Century Community Learning Center grant, Ogden Elementary tried something new: it used a portion of its funds to help support the Young Curators Project for sixth-graders at the local middle school. The rationale: many of the middle-schoolers are graduates of Ogden who will return next year to their elementary school as seventh-grade mentors. In this way, the students' carefully nurtured relationship with the Beach Museum will be strengthened and they will bring their new skills and knowledge back to Ogden in a new role.

The sixth-graders, mentored by the entire museum staff, created a public exhibition from the Beach Museum's collection. Tasks included research and label writing, producing a catalogue, fundraising, public relations and programming, such as an opening for parents and friends and other member of the public as part of the Museum's "Arts Above the Arch" series. As a result, the students received excellent press coverage of the event through local television, radio and newspaper. All of this coverage emphasized the partnership and the students' gains in achievement and self-esteem.

The museum received support for Young Curators from the Kansas Arts Commission, Intrust Bank, and the Manhattan Broadcasting Company, Inc. Next year, the museum, a member of the Partnership for Family Involvement in Education, will partner with another Community Learning Center to focus on curriculum development, teachers' workshops, artists' residencies, and after-school and summer programming.

Connections for Youth: 21st Century Community Learning Centers
St. Louis, Missouri

Contact: Rose M. Thompson
Coordinator
21st Century Community Learning Centers
St. Louis Public Schools
314-345-4404

This grant has really opened up opportunities and let us make connections with arts resources... resources that were out there, just waiting to be used. – Rose M. Thompson

"Connections For Youth: A 21st Century Community Learning Centers Program" provides after-school and Saturday programs for 650 students in grades four through eight in the St. Louis Public Schools. Activities in the program's seven community learning centers include after-school academic acceleration, enrichment and recreation; a Saturday academy focusing on science, math and technology; parent education and support programs; and professional development for program staff. The program has also availed itself of community arts resources.

The Center of Contemporary Arts (COCA), a non-profit community-based arts center, provides extensive subsidized outreach initiatives to select St. Louis Community Learning Centers. It provides in-school residencies, after-school workshops lasting eight to ten weeks (in mural painting, poster design, clay pottery and mixed media) and summer programs that include the arts and technology. Twice a week, students come to COCA or staff are sent to the Community Learning Center.

Instruction, supplies and administrative costs are supported by the Community Learning Center grant.

Activities have included five in-school broadcasts at Clay Elementary School that highlighted significant changes, individuals and events that affect the students' school community. Curriculum connections are made to social studies, math, art and language arts. Students have participated in a year-long residency and have been exposed to the technical aspects of video-taping, script-writing, investigative reporting and interviews, and on-camera and off-camera production.

Another COCA project, ARTS-tainment, provides a series of hands-on art projects, such as collages, montages, wall hangings, and dolls and villages, designed to promote language and thinking skills, social interaction and collective activity, concentration, self-expression, hand-eye coordination, balance and play. Introduction to the Dance, at Carver Elementary School, gives children the opportunity to explore different dance styles, techniques, vocabulary and history, and to discover the benefits of physical fitness, discipline, self-confidence, self-expression and teamwork. According to COCA staff, children in the program who have not had previous concentrated exposure in the arts learn a whole new way to look at the world around them. Students not only learn about the arts, but also learn more about themselves and their environment.

Another service provider for the Community Learning Centers is the Taproots School of the Arts, which centers on the book-making arts. Marking the first collaboration between the city's Board of Education and Taproots, the Community Learning Center grant pays for Taproots staff to come into the schools as well as to bring students to Taproots. Printmaking, letterpress, papermaking, paper

marbling and photography classes help students to weave image and word together through all their activities. No classes exceed 10 students in size.

Similarly, the Portfolio Gallery and Educational Center involves the Community Learning Centers' participants in eight- to-ten-week workshops in mural painting, poster design, clay pottery, and mixed media. The Community Learning Center grant pays for instruction and supplies as well as administrative costs. As at Taproots, in some cases the children come to the facility, while in others staff are sent to the Community Learning Centers. The schools are also working with many other cultural organizations, such as the St. Louis Science Center and the Missouri Botanical Garden.

The St. Louis Public Schools is a proud member of the Partnership for Family Involvement in Education, as is the Columbia School, one of the seven Community Learning Centers in the "Connections for Youth" program.

Project "Lights and Action"
Dallas Independent School District
Dallas, Texas

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Director
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Some schools look like prisons, but when there is art in schools it changes the way kids talk to each other, the way they behave. – Ron Morris, Teacher, Tolbert Elementary School, Dallas

Using a 21st Century Community Learning Centers grant, Project "Lights and Action" has established six secondary and 11 elementary community learning centers across the Dallas Independent School District, the tenth largest district in the nation. "Lights and Action" sites will offer services to over 11,000 students and 4,700 adults.

Working with Project "Lights and Action," ArtsPartners is a collaboration of the City of Dallas Office of Cultural Affairs, the public schools and 50 of the city's arts and cultural organizations. The goal is to maximize learning in Dallas schools through the integration of arts and cultural programs into the curricula. ArtsPartners, which is a grantee of the National Endowment for the Arts, coordinates 650 cultural outreach programs, educates teachers about the availability and value of these programs, provides technical assistance to help educators implement the programs and provides access to the funding needed to pay for them.

This comprehensive coordinated effort seeks to maximize the impact of Dallas' best arts and cultural programs on learning *both* in the classroom and after school. Not only are students receiving services during the school day but also, as a result of a 21st Century Community Learning Centers grant, children are benefiting from after-school arts education programming that supports academic and enrichment goals. ArtsPartners works with each 21st Community Learning Center campus to design a customized program that meets its specific needs.

Young Audiences of Greater Dallas was contracted by the City of Dallas to serve as the managing partner of ArtsPartners. It is charged with developing the partnership's procedures and policies, and with recruiting and coordinating the participating organizations as well as the volunteer community leadership and staff to implement and expand the program. Young Audiences also coordinates the development and distribution of educational materials pertaining to the program, manages all financial procedures for the program (including the recruitment of private funding), develops technological tools and develops and implements a comprehensive assessment program. By the end of its three-year pilot phase, ArtsPartners expects to provide arts-in-education services to every elementary school child in the Dallas public schools.

ArtsPartners has provided approximately 2,000 parents and children with arts and cultural programming and 50 teachers with professional development opportunities at 10 schools. Twenty Dallas arts and cultural institutions have provided programs, including field trips with parents and teachers, residencies, summer camps, and performances. Providers range from the Dallas Zoo to the Junior Players Guild, from Anita N. Martinez Ballet Folklorico to the Age of Steam Museum. Seventy-five Dallas artists received

training in child development, program design, curriculum integration, classroom management and teacher communication skills. An Arts-in-Education Superday, attended by 350 educators, principals, artists, parents, arts and cultural agency representatives and civic leaders, featured speakers from Texas and across the United States who gave lectures/workshops in grant writing, multiple intelligences, literacy, curriculum integration and arts-in-education research. More than two dozen Dallas artists and art organizations provided cultural services to students and teachers. Teachers, principals and parent volunteers associated with the ArtsPartners' 21st Century Community Learning Center have been enthusiastic. They particularly enjoy the many flexible alternatives for after-school enrichment that ArtsPartners offers.

The Dallas public school system is a member of the Partnership for Family Involvement in Education. In June 2000, this collaboration was featured in the U.S. Department of Education's Satellite Town Meeting. For a videotape of this program, which was titled "Learning Everywhere – In and Out of School," please call 1-877-4ED-PUBS.

Art Attack!, 21st Century Community Learning Center
W.T. Neal Civic Center/Blountstown Middle School
Calhoun County, Florida

Contact: Suella McMillan
Executive Director
W.T. Neal Civic Center
850-674-4500

These are kids who don't get out to museums, so we bring the world to them. – Suella McMillan

Art Attack!, a program designed by the non-profit Neal Civic Center, provides free, positive, constructive and educational opportunities for at-risk children and their families during non-school hours. The program consists of the following components: eight-week summer day camps; Saturday programs for 21 weeks to parallel the school calendar; weekly tutoring and mentoring for Saturday program participants; and weekly in-school tutoring, mentoring and counseling.

The curriculum includes literature, visual arts (drawing, painting, sculpting), music, dance, drumming, architectural interpretation (as part of regional history), aesthetics and art criticism, art appreciation, public performances, nutrition education and a family literacy program. National and international artists demonstrate for and work with the children. For example, artists in residence have included a mosaicist and a playwright, among others. The playwright wrote a play based on local stories, which was produced with local actors and actresses. The mosaicist's six-month residency was secured through the National Endowment for the Arts' Artists & Communities Millennium Project, which engaged a Millennium Artist for each of the 50 states and six

special jurisdictions to focus on the power of the arts in addressing fundamental issues of community life.

In 2000, students will undertake the Mars Millennium Project, a national initiative that challenges students to design a human community for the red planet by combining arts, sciences and technology. Additional future activities include an internship program for college students majoring in child development and art education, therapy or administration; a traveling exhibition of the children's work; and public art performances offered free in each community. Plans include video documentation of this project so it can be used as a prototype for rural art intervention programs nationwide.

This Community Learning Center program places great emphasis on family involvement. For example, it draws families into leadership roles in countywide events via their supervision of community-produced exhibits. Families' expertise and resources are used to compile a written community history. Also, families are offered a wide menu of volunteer and leadership opportunities, such as hosting performances, creating and caring for exhibits, and identifying local needs and the roles they might play in meeting them. Throughout, parents can make choices according to their schedules, preferences and talents.

The Neal Civic Center established Art Attack! at three local libraries independently of the 21st Century Community Learning Centers program. It then secured a grant on behalf of the Calhoun County School Board from the 21st Century Community Learning Centers program for a fourth site: the Blountstown Middle School. It received funding for additional programming from the Department of Juvenile Justice, The Florida Arts Council, the Florida Division of Cultural Affairs and the Neal Center's arts and

education budget. Altogether, the program currently serves 170 students and their families. The Neal Center provides program management and supervision, service delivery, fiscal management, reporting, and grant management.

Court Youth Center
Margaret S. Ryan Safe After School Program
Las Cruces, New Mexico

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Court Youth Center
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The 21st Century Community Learning Centers grant has enabled Court Youth Center to provide children, youth and families in our community with greater access to an educational arts facility and authentic arts experiences in our arts-based Safe After School program.– Armena R. Taylor

The Court Youth Center (CYC), located in an old junior high school, is home to youth and community programs in the visual and performing arts as well as in a variety of other areas. CYC is a partnership between the schools, who own the building, and the City of Las Cruces. Together with the Las Cruces Public School District, it has established a network of seven 21st Century Community Learning Centers, expanding the Safe After School program started in 1997. The learning centers are based at the individual schools and use CYC as an off-campus laboratory and studio for programs and field trips.

After-school, weekend and summer programs are designed around an arts-based and career-focused curriculum which incorporates hands-on meaningful applications of fine arts. Activities are linked to the school curriculum and are designed to assist the students in meeting or exceeding academic standards in reading, math, science, creative thinking and life skills. These avenues encourage students to become productive citizens in the community; learn

healthy leisure alternatives that contribute to reduced drug use and violence; and strive for educational success.

The ratio of staff is 10 to one. The staff consists of a certified school employee of the host school as the lead teacher and supervisor; six to eight parent teachers living in the neighborhoods; a CYC artistic director, after-school coordinator and six artists to integrate the arts into the core academic subjects; and leaders from community organizations which offer training, volunteers, mentors and additional resources. Safe After School staff, CYC staff and artists trained together to understand the concept and techniques of integrating the arts into the regular academic curriculum. Training is conducted three times a year.

There are programs at the elementary, middle, and high school levels. At the middle school, six certified teachers and one educational assistant make up the staff. Sessions include photography, a Mars Millennium Project and mural, as well as tennis and computers. Working in a team with the teacher, a CYC artist is providing artistic guidance for the mural project. Another CYC artist has formed a theatre group. The CYC itself hosts a wide variety of other arts activities.

Federal Partners in Education Play Key Roles in After-School Arts Programs

The U.S. Department of Education

The primary mission of the U.S. Department of Education is to ensure equal access to education and to promote educational excellence for all Americans. The Department encourages schools to consider including the arts as a core academic subject and as an important component of school improvement strategies. After-school activities are permissible activities among a variety of ED programs such as Title I of the Elementary and Secondary Education Act and the Safe and Drug-Free Schools and Communities program. Arts education activities are also permissible under many other of the Department's programs.

An important initiative of the Department is the Partnership for Family Involvement in Education (PFIE). PFIE is based on 30 years of research that finds that children learn better and are more successful in school when their families and communities are involved in their education. Composed of more than 6,100 partners—schools, businesses, community groups and faith-based organizations—PFIE addresses issues, provides information, expands professional development and offers opportunities for sharing and networking. Based at the Department, the PFIE staff organize regional and national forums and conferences on current, family-friendly policies and exemplary practices; provide the partners with comprehensive management and assessment tools; and use resources and research from a variety of sources to mobilize interest, energy and expertise through publications, a Web site, and extended technical assistance.

Since 1997, the Department has supported the 21st Century Community Learning Centers program as a key component of the administration's efforts to keep children safe outside of regular school hours; to provide academic and other enrichment opportunities for children; and to provide life-long learning opportunities for community members.

National Endowment for the Arts

The National Endowment for the Arts (NEA) is committed to advancing arts learning in this country. It works with agencies and organizations that are involved with pre-kindergarten through grade 12 and youth arts at the national and state levels. For decades, the NEA has implemented partnerships with state arts agencies in the area of arts learning.

Within the school setting, the Endowment recommends a sequential education in the arts for all children that is linked to content standards, taught by qualified teachers, regularly engages artists, and brings students into contact with works of art. In addition, the NEA supports the arts beyond the classroom through visual arts workshops in community centers, creative writing programs in YMCAs, student-created exhibitions on local history, summer dance camps, "behind the scenes" opera programs, folk arts classes, a young professional conductors program, museum volunteer training programs for senior citizens and young students, and collaborative cross-generational events including workshops, performances, exhibits and oral history projects.

After-School Arts Education Resources

Web Sites

Americans for the Arts
www.artsusa.org
Americans for the Arts has produced the YouthARTS Tool Kit. Based on rigorous research, the kit features a step-by-step handbook, a video and "lessons learned" video supplement, and a diskette with sample paperwork such as contracts, evaluation forms and other materials already in use by youth arts programs. For more information, call 1-800-321-4510.

Arts Education Partnership
aep-arts.org
The Arts Education Partnership is a coalition of more than 100 national education, arts, business, philanthropic and government organizations that promote arts education and demonstrate its role in enabling all students to succeed in school, life and work.

The Coming Up Taller Awards Program
www.cominguptaller.org
Sponsored by the NEA and the President's Committee on the Arts and Humanities (PCAH), the Coming Up Taller program recognizes some of the outstanding after-school, weekend and summer programs for children from at-risk communities that are currently fostering the creative and intellectual development of America's youth. These awards focus national attention on concrete examples of the arts and humanities benefiting this country. Accompanied by a cash award, the awards not only reward these projects with recognition but also contribute financial support for their continued work. For more information on the awards program, go to PCAH's web site at http//www.pcah.gov.

Institute of Museum and Library Services
www.imls.gov
This federal agency supports museums' and libraries' ability to serve the public through grants to institutions, agencies, and professional associations.

The Mars Millennium Project
www.mars2030.com
Through the arts, science and technology, this project challenges students to design a future community for the planet Mars. It is a White House Millennium Council Youth Initiative, sponsored by the National Endowment for the Arts, the U.S. Department of Education, the National Aeronautics and Space Administration and its Jet Propulsion Laboratory, and the J. Paul Getty Trust.

National Assembly of State Arts Agencies
www.nasaa-arts.org
The mission of the National Assembly of State Arts Agencies is to advance a meaningful role for the arts in the lives of individuals, families and communities in all 50 states and six jurisdictions.

National Endowment for the Arts
www.arts.gov/learn/Facts/Artsed.html
As described above, the NEA supports arts education in a variety of ways. For information on its grants programs, go to www.arts.gov.

Partnership for Family Involvement in Education
www.pfie.ed.gov
Visit this Web site for information about the partnership, including how to join; a list of members; examples of partner activities; a comprehensive listing of U.S. Department of Education

publications on family and community involvement, including after-school programs; and other resources.

President's Committee on the Arts and the Humanities
www.pcah.gov
The President's Committee was created by Presidential Executive Order to encourage private sector support and to increase public appreciation for the arts and the humanities through projects, publications and meetings.

21st Century Community Learning Centers Program
www.ed.gov/21stcclc
This Web site provides detailed information including applications, answers to frequently asked questions, a searchable database of grantees and much more.

U.S. Department of Education
www.ed.gov
Find the latest news about national education issues; review education-related publications and statistics; and learn about the offices and programs at the U.S. Department of Education.

U.S. Department of Justice
Justice for Kids and Youth Home Page
www.usdoj.gov/kidspage
The U.S. Department of Justice supports after-school programs that include the arts. At this Web site, children and youth can learn about crime prevention, staying safe, volunteer and community service opportunities, and the criminal justice system.

Publications

As you think about organizing and implementing an after-school program, you can find helpful information and other free publications through the U.S. Department of Education's Web site. To order publications, call ED Pubs, a Department service that provides publications free to the public in printed form and in alternate formats, such as Braille and large print, upon request. Call toll-free at 877-4ED-PUBS, or order online by visiting the Web site at www.ed.gov/pubs/edpubs.html.

Some of the publications available through ED Pubs that you may find helpful are:

- *Working for Children and Families: Safe and Smart After-School Programs*
- *Keeping Schools Open as Community Learning Centers*
- *Give Us Wings, Let Us Fly*
- *Bringing Education Into the Afterschool Hours*
- *After-School Action Kit: Get Into Action*
- *After-School Programs: Keeping Children Safe and Smart*
- *A Call to Commitment: Fathers' Involvement in Children's Learning*
- *The Partnership for Family Involvement in Education: Who We Are and What We Do*

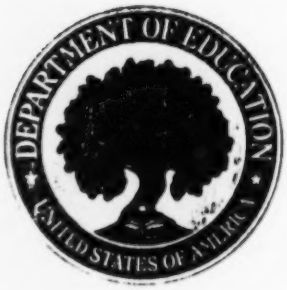
Other helpful publications available through other sources are:

Champions of Change: The Impact of the Arts on Learning, available at www.pcah.gov.

Gaining the Arts Advantage, available by calling (202) 336-7016.

Coming Up Taller: Arts and Humanities Programs for Children and Youth at Risk, available by calling (202) 682-5409 or faxing to (202) 682-5668.

Creative Partnerships for Prevention: Using the Arts and Humanities to Build Resiliency in Youth, available through the U.S. Government Printing Office at (202) 512-1803.



PARTNERSHIP
for Family
Involvement
in Education

NATIONAL
ENDOWMENT
FOR THE ARTS